2007 - 2008 Great Start Readiness Program

Program Quality Assessment

Statewide Data Report

Prepared by
High/Scope Educational Research Foundation

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Submitted to
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Introduction

The following report summarizes Great Start Readiness Program (GSRP) classroom quality data collected during the 2007 - 2008 program year's Mid-Year Report process. Specifically, Program Quality Assessment (PQA) [1] scores are described. Scores on the PQA range from 1 to 5, with 1 representing low quality and 5 representing exceptional quality. A useful way to interpret the PQA is that scores less than 3 indicate low quality, scores between 3 and 4.49 indicate medium quality, and scores at or above 4.5 indicate high quality. It is important to keep in mind that the PQA scores provided in this report are all self-reported. Table 1 indicates that GSRP grantees have consistently considered themselves to be on average implementing high quality programs in some areas and closely approaching high quality in all others.

Table 1: Total and Sub-scale Average Scores Over Time

PQA Scale	05-06 Mean Score	06-07 Mean Score	07-08 Mean Score	Change from PY06-PY07	% change
Total PQA Score	**4.40**	**4.47**	**4.48**	**0.01**	**0.22**
I. Learning Environment	4.26	4.31	4.35	0.04	0.93
II. Daily Routine	4.30	4.38	4.43	0.05	1.14
III. Adult-Child Interaction	4.53	4.58	4.61	0.03	0.67
IV. Curriculum Planning and Assessment	4.27	4.36	4.41	0.05	1.15
V. Parent Involvement and Family Services	4.59	4.64	4.60	-0.04	-0.86
VI. Staff Qualifications and Development	4.25	4.34	4.28	-0.06	-1.38
VII. Program Management	4.50	4.56	4.60	0.04	0.88

Note. N = 983-1052 for the PY05-06, 1040–1098 for the PY06-07, and 1062–1103 for the PY07-08.

Of the total 1,129 classrooms in the PY07 dataset reported, 81.7% were run by school districts and 98.1% were center based. There is a difference in the types of services offered by school district and competitive grantees. In particular, as shown in Table 2, school districts provided slightly more full-day options. Competitive agencies provided more home based programs and more all day/alternative day options.

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[1] High/Scope Educational Research Foundation. (2003). *Preschool Program Quality Assessment 2nd edition*. Ypsilanti, MI: High/Scope Press.

Table 2: Program Option (Percentage) by Program Type

Program Option	School District	Competitive Agency
	N = 914	**N = 208**
Full-Day	31.6	31.1
All-Day, Alternate Day	5.3	7.3
Part-Day	62.4	54.9
Home Based	.8	6.8

Table 3 indicates that there are some differences in how classrooms housed within school districts and competitive agencies rated themselves. Specifically, competitive agencies on average rated themselves significantly higher on daily routine, curriculum planning and assessment, and staff qualifications and development. In general, school districts rated themselves higher in program management but this value was not statistically significant.

Table 3: PQA Scale Scores by Program Type

PQA Scale	School District	Competitive Agency
	N = 875 - 908	**N = 181 - 199**
I. Learning Environment	4.33	4.40
II. Daily Routine**	4.41	4.52
III. Adult-Child Interaction	4.60	4.62
IV. Curriculum Planning and Assessment***	4.35	4.66
V. Parent Involvement and Family Services	4.60	4.65
VI. Staff Qualifications and Development**	4.26	4.37
VII. Program Management	4.61	4.58
Total PQA Score**	**4.47**	**4.53**

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

Areas In Need of Improvement

Table 4 provides information on three different thresholds that can be used to identify areas in need of improvement. The first is 10% or more of classrooms scoring at or below 3 on a particular item. The second threshold is 25% or more of classrooms that scored at or below 3. The third threshold is 10% of classrooms scored at or below 2. Eight (8) percent of the PQA individual items could not cross all three thresholds. That is, low scores were reported based on all three criteria for small group time, acknowledgment of child efforts, team teaching, parents on policy-making committees, and professional organization affiliation.

Table 4: PQA Items with Low to Medium Quality Across Classrooms

PQA Item	10% or more scoring ≤ 3	25% or more scoring ≤ 3	10% or more scoring ≤ 2
I. Learning Environment			
A. Safe and healthy environment			
B. Defined interest areas			
C. Logically located interest areas			
D. Outdoor space, equipment, materials	√		
E. Organization and labeling of materials	√		
F. Varied and open-ended materials	√		
G. Plentiful materials	√		
H. Diversity-related materials	√	√	
I. Displays of child initiated work	√	√	
II. Daily Routine			
A. Consistent daily routine			
B. Parts of the day			
C. Appropriate time for each part of day			
D. Time for child planning	√	√	
E. Time for child-initiated activities	√		
F. Time for child recall	√	√	
G. Small-group time	√	√	√
H. Large-group time	√		
I. Choices during transition times	√		
J. Cleanup time with reasonable choices			
K. Snack or meal time			
L. Outside time			
III. Adult-Child Interaction			
A. Meeting basic physical needs			
B. Handling separation from home			
C. Warm and caring atmosphere			
D. Support for child communication			
E. Support for non-English speakers			
F. Adults as partners in play	√		
G. Encouragement of child initiatives			
H. Support for child learning at group times	√		
I. Opportunities for child exploration	√		
J. Acknowledgement of child efforts	√	√	√
K. Encouragement for peer interaction			
L. Independent problem solving			
M. Conflict resolution	√		

Table 4: PQA Items with Low to Medium Quality Across Classrooms (continued)

PQA Item	10% or more scoring ≤ 3	25% or more scoring ≤ 3	10% or more scoring ≤ 2
IV. Curriculum Planning and Assessment			
A. Curriculum model	√		
B. Team teaching	√	√	√
C. Comprehensive child records			
D. Anecdotal note taking by staff	√	√	
E. Use of child observation measure			
V. Parent Involvement and Family Services			
A. Opportunities for involvement			
B. Parents on policy-making committees	√	√	√
C. Parent participation in child activities			
D. Sharing of curriculum information	√	√	
E. Staff-parent informal interactions			
F. Extending learning at home	√		
G. Formal meetings with parents			
H. Diagnostic/special education services			
I. Service referrals as needed	√		
J. Transition to kindergarten	√		
VI. Staff Qualifications and Development			
A. Program director background	√		
B. Instructional staff background	√		
C. Support staff orientation and supervision			
D. Ongoing professional development	√	√	
E. Inservice training content and methods	√		
F. Observation and feedback	√		
G. Professional organization affiliation	√	√	√
VII. Program Management			
A. Program licensed			
B. Continuity in instructional staff			
C. Program assessment	√		
D. Recruitment and enrollment plan			
E. Operating policies and procedures			
F. Accessibility for those with disabilities			
G. Adequacy of program funding	√	√	
Total Percentage of Items in Category	**52%**	**21%**	**8%**

Table 5 provides average scores for every PQA item.

Table 5: PQA Item Means and Standard Deviations

PQA Item	Mean Score	Standard Deviation	*N*
I. Learning Environment	4.35	0.47	1103
A. Safe and healthy environment	4.53	0.64	1100
B. Defined interest areas	4.76	0.54	1103
C. Logically located interest areas	4.55	0.70	1103
D. Outdoor space, equipment, materials	4.25	0.86	1098
E. Organization and labeling of materials	4.19	0.88	1103
F. Varied and open-ended materials	4.27	0.77	1102
G. Plentiful materials	4.55	0.75	1103
H. Diversity-related materials	3.91	0.84	1101
I. Displays of child initiated work	4.09	0.93	1102
II. Daily Routine	4.43	0.42	1102
A. Consistent daily routine	4.87	0.44	1103
B. Parts of the day	4.58	0.75	1101
C. Appropriate time for each part of day	4.75	0.59	1103
D. Time for child planning	4.00	0.89	1095
E. Time for child-initiated activities	4.57	0.72	1102
F. Time for child recall	3.81	0.94	1094
G. Small-group time	4.00	1.09	1098
H. Large-group time	4.43	0.73	1103
I. Choices during transition times	4.37	0.81	1103
J. Cleanup time with reasonable choices	4.81	0.48	1103
K. Snack or meal time	4.46	0.73	1102
L. Outside time	4.53	0.74	1088
III. Adult-Child Interaction	4.61	0.37	1102
A. Meeting basic physical needs	4.77	0.52	1102
B. Handling separation from home	4.77	0.52	1097
C. Warm and caring atmosphere	4.81	0.45	1103
D. Support for child communication	4.69	0.57	1100
E. Support for non-English speakers	4.63	0.79	587
F. Adults as partners in play	4.52	0.73	1101
G. Encouragement of child initiatives	4.84	0.51	1103
H. Support for child learning at group times	4.61	0.73	1103
I. Opportunities for child exploration	4.53	0.74	1103
J. Acknowledgement of child efforts	3.63	1.01	1101
K. Encouragement for peer interaction	4.82	0.50	1101
L. Independent problem solving	4.79	0.50	1102
M. Conflict resolution	4.49	0.74	1092

PQA Item	Mean Score	Standard Deviation	N
IV. Curriculum Planning and Assessment	4.41	0.49	1096
A. Curriculum model	4.50	0.81	1095
B. Team teaching	3.90	1.06	1092
C. Comprehensive child records	4.90	0.36	1097
D. Anecdotal note taking by staff	4.03	0.88	1091
E. Use of child observation measure	4.70	0.67	1095
V. Parent Involvement and Family Services	4.60	0.37	1066
A. Opportunities for involvement	4.77	0.54	1066
B. Parents on policy-making committees	3.86	1.13	1055
C. Parent participation in child activities	4.80	0.47	1066
D. Sharing of curriculum information	4.27	0.87	1065
E. Staff-parent informal interactions	4.86	0.39	1065
F. Extending learning at home	4.58	0.70	1066
G. Formal meetings with parents	4.93	0.30	1066
H. Diagnostic/special education services	4.90	0.39	1062
I. Service referrals as needed	4.53	0.74	1065
J. Transition to kindergarten	4.55	0.75	1065
VI. Staff Qualifications and Development	4.28	0.48	1063
A. Program director background	4.41	0.94	1061
B. Instructional staff background	4.30	0.79	1059
C. Support staff orientation and supervision	4.84	0.42	1053
D. Ongoing professional development	4.29	0.88	1062
E. Inservice training content and methods	4.17	0.92	1063
F. Observation and feedback	4.25	1.00	1063
G. Professional organization affiliation	3.69	1.18	1058
VII. Program Management	4.60	0.35	1066
A. Program licensed	4.93	0.36	1066
B. Continuity in instructional staff	4.80	0.56	1065
C. Program assessment	4.49	0.79	1065
D. Recruitment and enrollment plan	4.56	0.67	1066
E. Operating policies and procedures	4.72	0.59	1066
F. Accessibility for those with disabilities	4.69	0.80	1065
G. Adequacy of program funding	4.02	1.09	1064
Total PQA Score	4.48	0.28	1062

Characteristics of GSRP Teaching Staff

In addition of PQA scores, the Mid-Year Reporting process also collects information on the characteristics of GSRP programs and teaching staff. The remaining tables in this report provide descriptive statistics on a range of information. Table 6 provides demographic and qualification information for teaching staff. It is important to note that in Table 6, the training information is not comprised of mutually exclusive categories. As a result, the total percentages for this variable exceed 100%. For example, a teacher could have responded that they have earned both an associate's degree and a bachelor's degree. Tables 7 and 8 contain compensation information. In addition to describing teacher compensation, a test for statistically significant differences in compensation by program type was conducted. As indicated in Table 8, lead teachers in school districts have on average higher hourly wages and annual salaries than their competitive agency counterparts. Their hourly rate is a full $4.71 more per hour and their annual salaries average $18,936 more per year. Associate teachers in school districts on average make $40.38 more in annual salary than their competitive agency counterparts. Finally, Table 9 shows the prevalence of the types of benefits staff receive.

Table 6: Teacher Background Characteristics and Qualifications

Teacher Characteristics	Lead Teacher %	Lead Teacher N	Associate Teacher %	Associate Teacher N
Ethnicity				
Native American	0.4	4	0.5	5
Asian/Pacific Islander	0.6	7	0.6	6
African American	11.2	125	20.2	212
Hispanic/Latino	0.5	6	4.9	51
White	86.8	973	73.3	767
Multiracial	0.5	6	0.6	6
Gender				
Male	0.9	10	0.9	9
Female	99.1	1111	99.1	1037
Education and Training				
Associate's degree	7.2	81	27.1	289
CDA credential	7.3	82	42.5	453
Early childhood endorsement	66.0	745	4.3	46
120 hours approved training	8.1	91	23.2	247
Bachelor's degree	49.3	557	14.6	155
Graduate degree	44.6	504	2.4	26
GSRP Teaching Experience				
One year	16.1	181	20.7	217
Two years	12.6	141	14.0	147
Three years	9.1	102	9.2	96
Four years	6.2	69	6.4	67
Five or more years	56.0	628	49.8	522
Additional Teaching Experience				
Less than 1 year	18.7	203	27.8	276
1 to 2 years	17.2	186	14.6	145
3 to 5 years	19.0	206	19.1	189
6 to 10 years	16.4	178	16.8	167
11 to 20 years	18.0	195	15.8	157
more than 20 years	10.6	115	5.8	58
Master Contract				
Yes	57.7	629	46.6	476
No	42.3	461	53.4	545
Early Childhood Specialist				
Yes	20.3	225		
No	79.7	883		
GSRP Project Director				
Yes	14.1	155		
No	83.0	943		

Table 7: Teacher Compensation

Type of Compensation	Lead Teacher			Associate Teacher		
	Mean	S.D.	*N*	Mean	S.D.	*N*
Hourly Salary	18.63	5.55	295	11.47	2.18	934
Annual Salary	47,402	18,402	801	17,949	8,013	94
Hours worked per week	32.25	8.36	1092	29.75	7.84	1044
Weeks worked per year	37.71	4.61	1103	37.09	4.59	1026
Total Benefits Received	5.77	2.40	1129	4.39	2.84	1065

Table 8: Teacher Compensation by Program Type

Type of Compensation	School District		Competitive Agency	
	Mean	*N*	Mean	*N*
Lead Teacher				
Hourly Salary***	20.46	180	15.75	114
Annual Salary***	49,507	711	30,571	85
Associate Teacher				
Hourly Salary	11.52	788	11.25	142
Annual Salary*	16,617	63	20,655	31

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

Table 9: Prevalence of Benefits Receipt by Type of Benefit

Benefits Received	Lead Teacher %	Lead Teacher N	Associate Teacher %	Associate Teacher N
Health Insurance				
Yes	78.1	882	51.1	544
No	21.9	247	48.9	521
Dental Insurance				
Yes	76.8	867	51.2	545
No	23.2	262	48.8	520
Vision Insurance				
Yes	73.2	826	49.2	524
No	26.8	303	50.8	541
Disability Insurance				
Yes	53.8	607	34.6	368
No	46.2	522	65.4	697
Vacation Days				
Yes	43.6	492	37.8	403
No	56.4	637	62.2	662
Sick Days				
Yes	93.9	1069	86.1	917
No	6.1	69	13.9	148
Retirement				
Yes	83.6	944	68.6	731
No	16.4	185	31.4	334
Tax Annuity				
Yes	31.9	360	22.0	234
No	68.1	769	78.0	831
Dependent Care				
Yes	19.2	217	17.5	186
No	80.8	912	82.5	879
Cafeteria Benefits				
Yes	11.8	133	9.5	101
No	88.2	996	90.5	964
Other Benefits				
Yes	11.0	124	11.7	125
No	89.0	1005	88.3	940